

K-12 Advisory Committee Meeting

September 14, 2005

Staff Notes

The Committee met from 1:00 to 3:30 following the morning joint meeting with the Higher Education Advisory Committee.

The focus for this meeting was to provide base information regarding the program outcomes expected in the K-12 education system. To set the stage, Superintendent Bergeson presented a brief history of the development of the current standards-based system.

What has changed in Washington over the last decade is the development of three policies that were completely new to the culture of the state. These policies are:

- 1) A state description of what students need to know in three basic content areas (reading, writing and mathematics);
- 2) Implementation of an assessment system to measure attainment of the basics; and,
- 3) Graduation requirements that not only require passing a certain number of courses, but demonstration of skills in the basic content areas that are deemed so important that one cannot graduate without acquiring them and a plan for activities beyond graduation.

Information related to current achievement data and a discussion of how we can look at the data to examine the needs of specific populations followed. Three additional presenters provided examples of how a school, district, and state program can contribute to student success. The presentations and presenters were:

Granger High School, Richard Esparza, Principal

Academic success is possible for students, including those in poverty and with language difficulties as his school experiences. Create a system that:

- Involves parents, or caring adult, at 100% participation.
- Holds high expectations for all students. Develop a goal statement. Focus on it.
- Develops relationships with students. Their 20 students to one teacher ratio and maintaining the advisor / advisee relationship for the four years of high school has been a key.
- Provide interventions that will help discouraged students achieve academic success. One academic-based, motivational practice has been to allow students to retake classroom tests and quizzes if they fail the first time. After

- all, the important thing is that they learn the material, so provide them a second opportunity - within a specified period of time - to do so.
- Provide positive leadership. The building leader has to focus on the goal and practice the implementation strategies with others in the building. Create a supportive atmosphere for staff, and for those that don't feel comfortable, help them find a better fit.

Shoreline School District experience with mathematics, Terry Rose, Teacher Math Specialist

Ms. Rose shared the long-term commitment the Shoreline School District has had in developing and supporting mathematics instruction. The District has methodically pursued improvement of mathematics instruction. Studying the state academic learnings and state test specifications lead to aligned curriculum adoptions, beginning with elementary school and moving later into middle school and high school. This was done through staff committee work; this work also developed staff professional development related to the texts and the concepts and ideas supporting the mathematics curriculum. Professional development has taken several forms: course work, directed studies, grade level equivalencies awareness and opportunities to develop classroom lessons. The results:

Grade 4	Year	Level 3 (Meet standard)	Level 4 (Exceed standard)
	1997	22%	12%
	2005	24%	56%
Grade 7	Year	Level 3 (Meet standard)	Level 4 (Exceed standard)
	1998	26%	15%
	2005	29%	35%
Grade 10	Year	Level 3 (Meet standard)	Level 4 (Exceed standard)
	1999	26%	21%
	2005	36%	29%

Reading First, Lexie Domaradzki, Administrator, OSPI

Lexie presented the powerful results that are possible when targeted materials, staff development, student achievement data, connected intervention strategies and instructional practices are linked to implement the research regarding effective reading instruction.

The elementary schools that have participated in Reading First are those with a substantial number of struggling readers. The results:

Reading First schools have 83.6% low-income students (as compared to 35.9% in the general population).

Achievement gains as represented by the 4th grade WASL scores (first cohort of 51 schools represented):

<u>Year</u>	<u>Level 1</u> <u>(No skills)</u>	<u>Level 2</u> <u>(Below standard)</u>	<u>Level 3</u> <u>(Met standard)</u>	<u>Level 4</u> <u>(Exceed standard)</u>
2003	16.9%	42.0%	31.8%	7.9%
2005	10.5%	24.5%	44.7%	17.6%

In two years, almost one-quarter of the students moved from being below standard to meeting or exceeding standard.

There are now 72 schools in 28 districts in the program. This is funded by the federal government through a five year, \$60 million grant.

Pete Bylsma from OSPI, shared some final thoughts. Pete presented information that synthesizes research-developed characteristics of improving school districts. A conceptual framework has been created that has four categories: Quality Teaching and Learning, Support for Systemwide Improvement, Clear and Collaborative Relationships and Effective Leadership. Each area contains themes that fill out the category. The Committee received a copy of the full OSPI document that discusses the research.